

YES

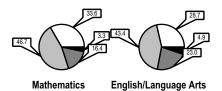
PERFURMANCE	TRENDS	OVER 4-	YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003 2004	Average	Unsatisfactory	Yes

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

Elementary Schools with Students like Ours



Mathematics English/Language Arts

Definition of Critical Terms

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations $% \left(1\right) =\left(1\right) \left(1\right) \left$
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS OF TEACHERS, GTODETTS, AT	D I AIREINI		
	Teachers	Students	Parents
Number of surveys returned	20	56	28
Percent satisfied with learning environment	52.6%	60.0%	53.6%
Percent satisfied with social and physical environment	60.0%	63.3%	48.1%
Percent satisfied with home 1/school relations	75.0%	76.7%	53.6%

PACT PERFORMANCE	BY GR	OUP						cient and strated
		DUP Replied Testing		oli politica de la companya de la co	$\overline{}$	Proficient of	Advanced on Profi	and
	/	ent Testill	lested ologic	"Bas.	Basic of	Aicien.	wance	cient and stranged
	Tolly	40, olo	(%) / A	Flore of	Biog of	Sko 9/2	ACT OTO	PGALO
	\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \	<u>''</u>	0/0		/		0/0,	<u>'</u> / ઙૉ
All attacked			Ei	igiisii/Lai	iguage A			
All students	175	99.4	28.7	43.4	23.0	4.9	27.9	17.6
Gender	0.0	07.7	40.7	00.0	05.4	N1/A	05.4	47.0
Male	86	97.7	40.7	33.9	25.4	N/A	25.4	17.6
Female	90	100.0	17.5	52.4	20.6	9.5	30.2	17.6
Racial/Ethnic Group	NI/A	0.0	NI/A	N/A	N/A	N/A	N/A	17.6
White	N/A	0.0	N/A					17.6
African-American	173	98.8	29.2	44.2	22.5	4.2	26.7	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status		00.0	00.0	40.0	00.1	F ^	00.1	4= 4
Not disabled	176	98.9	28.9	43.0	23.1	5.0	28.1	17.6
Disabled	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status		0.6						4= -
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	176	98.9	28.7	43.4	23.0	4.9	27.9	17.6
English Proficiency		2.0						47.0
imited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	176	98.9	28.7	43.4	23.0	4.9	27.9	17.6
Socio-Economic Status		400.0	0.4.4				440	47.0
Subsidized meals	71	100.0	31.4	54.3	11.4	2.9	14.3	17.6
Full-pay meals	103	98.1	27.6	39.1	27.6	5.7	33.3	17.6
				V = 1				
All students	475	00.4	00.0		matics	0.0	40.7	45.5
Gender	175	99.4	33.6	46.7	16.4	3.3	19.7	15.5
Jender Male	0.0	07.7	07.0	45.0	40.0	0.4	40.0	45.5
emale	86	97.7	37.3	45.8	13.6	3.4	16.9	15.5
	90	100.0	30.2	47.6	19.0	3.2	22.2	15.5
Racial/Ethnic Group White	NI/A	0.0	NI/A	NI/A	N/A	NI/A	NI/A	15.5
African-American	N/A	0.0	N/A	N/A		N/A	N/A	15.5
Asian/Pacific Islander	173	98.8	34.2	47.5	16.7	1.7	18.3	15.5
Asian/Pacific Islander Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status Not disabled	470	00.0	22.1	17.1	16.5	2.2	10.0	15.5
Not disabled Disabled	176	98.9	33.1	47.1	16.5	3.3	19.8	15.5
	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status Migrant	NI/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
•	N/A		,	46.7		,		15.5
Non-migrant	176	98.9	33.6	40.7	16.4	3.3	19.7	15.5
English Proficiency	NI/A	0.0	N1/A	NI/A	NI/A	NI/A	NI/A	15.5
imited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	176	98.9	33.6	46.7	16.4	3.3	19.7	15.5
Socio-Economic Status	_,	100.0	40.0	F4.4	F 7	0.0	0.0	45.5
Subsidized meals	71	100.0	40.0	51.4	5.7	2.9	8.6	15.5
Full-pay meals	103	98.1	31.0	44.8	20.7	3.4	24.1	15.5

PACT PERFORMANCE BY GRADE LEVEL

tridition of tealing ala Proficie Lineral olo Proficient olo Balom Basic o/o Advanced N. Advanced olo Tested olo Basic English/Language Arts Grade 3 37 N/A 14.8 63.0 18.5 3.7 22.2 56.5 17.4 17.4 Grade 4 29 N/A 26.1 N/A 26 40.0 N/A Grade 5 N/A 40.0 20.0 20.0 23.8 42.9 Grade 6 24 N/A 33.3 38.1 4.8 58.8 Grade 7 24 N/A 23.5 17.6 N/A 17.6 Grade 8 31 N/A 32.3 45.2 22.6 N/A 22.6 Grade 3 100.0 12.5 25.0 50.0 12.5 62.5 25 Grade 4 33 97.0 16.0 48.0 32.0 4.0 36.0 65.0 30.0 Grade 5 31 96.8 5.0 N/A 5.0 Grade 6 31 100.0 40.9 27.3 18.2 13.6 31.8 54.5 31.8 N/A Grade 7 30 100.0 13.6 31.8 100.0 N/A N/A N/A Grade 8 26 23.5 76.5

				M	athematic	s		
	Grade 3	37	N/A	15.4	61.5	19.2	3.8	23.1
	Grade 4	29	N/A	50.0	30.8	11.5	7.7	19.2
2002	Grade 5	26	N/A	50.0	34.6	15.4	N/A	15.4
2	Grade 6	24	N/A	33.3	66.7	N/A	N/A	N/A
	Grade 7	24	N/A	47.1	47.1	5.9	N/A	5.9
•	Grade 8	31	N/A	58.1	38.7	3.2	N/A	3.2
	Grade 3	25	100.0	6.3	50.0	43.8	N/A	43.8
	Grade 4	33	97.0	20.0	52.0	24.0	4.0	28.0
2003	Grade 5	31	96.8	65.0	30.0	5.0	N/A	5.0
20	Grade 6	31	100.0	22.7	50.0	18.2	9.1	27.3
	Grade 7	30	100.0	31.8	54.5	9.1	4.5	13.6
	Grade 8	26	100.0	58.8	41.2	N/A	N/A	N/A

SCHOOL PROFILE				
C	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 252)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.4%	Up from 0.0%	N/A	2.4%
Attendance rate	98.8%	Up from 98.0%	N/A	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	N/A	N/A	N/A	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	0.0%	No change	N/A	8.0%
Older than usual for grade	0.4%	Down from 0.8%	N/A	1.1%
Suspended or expelled	0.0%	No change	N/A	0.0%
Teachers (n= 17)				
Teachers with advanced degrees	82.0%	Down from 95.7%	N/A	50.0%
Continuing contract teachers	82.0%	Down from 91.3%	N/A	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	r 82.0%	Down from 91.3%	N/A	86.2%
Teacher attendance rate	99.6%	Up from 97.9%	N/A	95.3%
Average teacher salary	\$43,711	Down 1.9%	N/A	\$39,909
Prof. development days/teacher	5.0 days	Down from 14.2 days	N/A	11.4 days
School				
Principal's years at school	1.0	Down from 17.0	N/A	4.0
Student-teacher ratio	15.3 to 1	Down from 15.5 to 1	N/A	18.9 to 1
Prime instructional time	98.2%	Up from 95.5%	N/A	89.7%
Dollars spent per pupil*	\$7,705	Up 2.7%	N/A	\$5,892
Percent spent on teacher salaries*	67.7%	Down from 69.0%	N/A	66.6%
Opportunities in the arts	Fair	Down from Good	N/A	Good
Parents attending conferences	96.9%	Down from 99.0%	N/A	99.0%
SACS accreditation	yes	N/A	no	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Lighty gualified to oboug in high payarty cabacle	N1/A	N1/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations	for	Miceina	Data
Appreviations	101	WIISSIIIU	vala

N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient Sam	ple
--	-----

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Felton Laboratory School serves as a Professional Development School for the teacher education program at South Carolina State University. The organization of the school includes a kindergarten class, a lower school, and a middle school.

Felton served as a clinical site for four student teachers and introduced them to the latest in technology.

During the 2002-2003 school year, the administration provided parents and students feedback via parent conferences, general assemblies for students, newsletters, and the radio show. All teachers participated in a series of Professional Development workshops.

Overall, the instruction and instructional effectiveness are adequate. Observations by the Interim Director, Assistant Director, and the Curriculum Coordinator indicate that teachers plan and carry out appropriate lessons for their classes. A variety of methods are used and academically focused learning environments are provided. In addition, more than 436 university students participated in the program during the 2002-2003 school year. Included were four clinical experience students. The Pre-Step students completed more than 4360 hours of observations and/or participation.

Both Southern Association of Colleges and Schools and the S. C. Department of Education awarded continued accreditation with the status of "All Clear" for the 2002-2003 school year.

The test scores received for the 2002-2003 Palmetto Achievement Challenge Test (PACT) declined causing the school to receive an unsatisfactory absolute rating with an improvement rating of below average.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.